

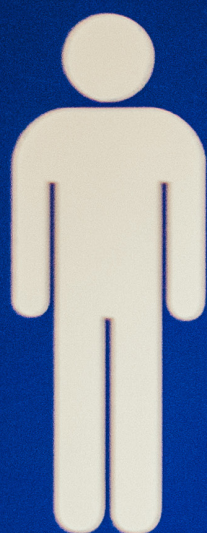
University of Alaska Southeast

WHALESONG

February 22, 2016

The Official Student Newspaper of UAS

100M2 All Gender page Bathrooms Update 7



MEN



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but Good for You
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ON THE COVER...

While gendered bathrooms signs will not be disappearing completely, by the end of the semester, Juneau campus will see the introduction of new, all gender bathrooms (and corresponding signs), according to Title IX Coordinator Lori Klein.

(Photograph by Darin Donohue)

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— UAS Answers — *Everybody's got one ...*

What do you think about the bill going through the Senate (SB 174) which would allow students to conceal carry firearms on campus?

"College being such a high-stress environment as it is, I'm not sure its an entirely level headed place I would be comfortable with guns around. Overall, I'm just not exactly convinced that concealed firearms are necessary on our college campuses."

-Tayler Edwards

"I see no need to have students on campus with concealed weapons. There are already too many instances I can see where, like alcohol or substances, these 'liberties' will be abused or at the least not respected to the point in which a firearm demands."

-Anonymous UAS Student,
Army Reserves Member

"UAS is technically a joint-base already. The Reserves armory is right across the street at our rec center. With their presence and the police already here, the idea of concealed carry does not bother me. But we need to remember that safety is the priority, not show"

-Anonymous
UAS Student, Veteran

"As long as our current rules for guns on campus are not affected by this, in example my right to keep my guns in my car, I'm fine with the bill passing. But in honestly the thought of some of the students here carrying concealed weapons does worry me."

-Anonymous
UAS Student, Veteran

"I'll be fine with it passing, so long as there were qualifications students will have to meet in order to be allowed to. I think this could help raise awareness to the issue of gun safety if handled correctly."

-Anonymous UAS Student

"I've no problem with it. Most anyone who will be actually carrying a concealed firearm will have most likely passed the precautions that come with owning a firearm. Keeping in mind this is Alaska, I think It could add to our security on our day to day, especially while walking all the way to and from the dorms with bears around."

-Anton Khmelev

"In theory, I'm fine with this. I believe there should be stipulations, and that we should remember it's for safety not novelty."

-Sam Cavery

"I think its always a good thing to be prepared for the worst. This is Alaska, meaning that it [preparedness] is already our environment, in a way. Plus there could be a benefit of safety from the bill."

-Elizabeth Rumfelt

"I can see how it could add to the safety of campus in a way if the bill was to pass, but there should be some safety checks those who choose to should have to pass."

-Bryce Davies-Brown

"No, I do not feel there should be concealed weapons allowed at UAS. College is not an environment where guns should be involved. This will only go to add a new element of danger that would rest in the back of my head. I can only predict bad things from guns being in our dorms."

-Anonymous UAS Student

Letter from — the Editor —

BY DANIEL PISCOYA

for the UAS Whalesong

As many of you will have noticed, SB 174, a bill currently going through the State senate, is causing quite a stir with students, faculty, and staff. SB 174, put simply, would prevent the University of Alaska from making an “policy regulating the possession, ownership, use, carrying, registration, storage, or transportation of firearms or knives,” according to the bill itself. The implications of this are various, and include that students would be able to carry concealed firearms on campus without getting in trouble with the university.

This bill has met with mixed reactions. At the Whalesong, we’ve tried to cover all we can. We have been able to feature an article from one of our Staff Writers, Anneliese Moll. We’ve made the subject our UAS Answers poll question, and we’ve been able to feature a letter to the senate from the University of Alaska Student Services Council on the University of Alaska’s official position. As editor, I’m proud that we’ve been able to give the issue this much coverage, and I wish that we could do this for every topic we bring up.

However, there is one particular point about the issue I would like to speak to as editor. In the University of Alaska’s 29th Legislature Briefing Sheet concerning SB 174, the university states that it is seeking amendments to the bill in which the university would be allowed to manage firearms in high-risk situations. This includes, however, “in shared student housing. . . where UA serves as the responsible adult.”

Now, as the editor of a newspaper which does its best to adhere to the Associated Press’ Statement of News Values and Principles, per which we “abhor inaccuracies, carelessness, bias, or distortions,” I cannot agree with the university’s attitude in this particular instance, because, barring extremely rare exceptions, everyone who lives on student housing *is already* the responsible adult. It is inaccurate, careless, biased, and distortive to treat college students like children, even if we are several decades younger than the policy makers who do so. University paternalism is not only inexcusable, but also downright unsettling, and, as editor of our student newspaper, I implore the university and the powers that be to remember a fact to easily forgotten between students and staff: we’re all adults here. Either we died as children, or we have already lived long enough to get *that* much respect.

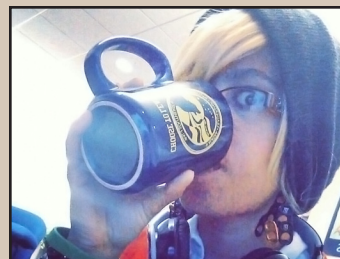
Feel free to contact Daniel Piscoya at dlpiscoya@uas.alaska.edu or at the Whalesong e-mail at whalesong@uas.alaska.edu.

WANT TO WRITE TO THE WHALESONG?

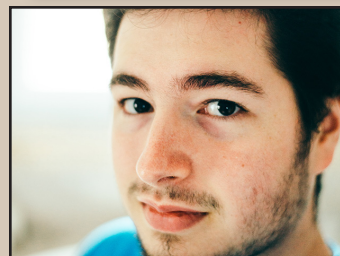
Send your articles, comments,
letters, photos, or poems to
whalesong@uas.alaska.edu

and you could be published in an
issue of the school’s newspaper!

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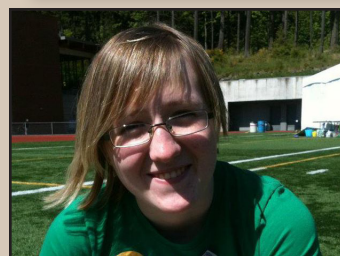
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Study Away: — Una Experiencia Increíble —

BY MYRIAH ALDERFER

For the UAS Whalesong

British politician Michael Gove once said that “learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children.” Although I started leaning Spanish in middle school, I can say with absolute confidence that learning to speak Spanish and immersing myself in various cultures, as well as being able to communicate on a personal level with a large spectrum of people has been one of the most rewarding and satisfying experiences in my life thus far.

In August 2015, I studied in Cayey, Puerto Rico as an exchange student through the National Student Exchange (NSE) program offered through UAS. Because Puerto Rico is a territory of the United States, this trip was a fairly inexpensive and efficient way to explore a completely foreign and tropical island that doesn't even require a passport.

Situated in the Caribbean Sea between the Dominican Republic and the British Virgin Islands, Puerto Rico has incredible things to offer given its relatively small island size. My goal in Puerto Rico was to be conversational, if not fluent, in Spanish by the end of the semester and while at times that seemed like a lofty goal, I slowly became aware of changes starting to take place in my brain that really encouraged me during the semester; verb tenses that I had studied in school but never understood suddenly began to make sense! It was such a good feeling!

Complete immersion of a culture and language can be challenging and maybe even frustrating at times, but it is by



Photos Courtesy of Marsha Squires

far the most effective way to learn, and for me it was one hundred percent worth every overwhelming and slightly terrifying moment. Another aspect that fascinated me was that for all my life I have been learning a type of Spanish that is mainly spoken in Spain, but during this experience, I was immersed in a totally new, quirky regional type of Spanish that is very complimentary of their culture.

The little town of Cayey is located in the center of the island which also lies within the island's only mountain range, the Cordilla Central. Cayey is home to the University of Puerto Rico, Cayey campus, famous Olympic boxer Alberto Mercado, and is the hometown of the band singers Wisin y Yandel. One of the aspects of the island that I loved the most was the astounding level of diversity that Puerto Rico offers with its landmarks and its physical features. Parts of the island were dense rainforest, others beautiful sandy beaches, some were big urban cities and others were more arid and used mainly for agriculture.

During the five months that I spent there, I was able to

attend many town festivals, poetry slams, outdoor artisan markets, beach clean-ups and other unique activities. On the weekends my friends and I would travel around the island and visit historic landmarks like El Morro, which is a 16th century citadel in Old San Juan, and of course a ton of amazing beaches. I was also able to fly to the island of Culebra, which is one of the outermost islands in the Virgin Island chain and is a great place to go to experience raw, authentic Puerto Rican culture. It was in Culebra that I got the chance to taste iguana legs and plantain pizza, snorkel with sea turtles, and visit the #2 beach in the world, La Playa Flamenco.

Perhaps what was most amazing about all of these experiences is that I was immersed in the culture and language the whole time and the effects of it were so crucial to my overall learning experience, and yet I didn't even realize it at the time. One of the classes that I took that semester was a United States History course that was both taught in Spanish and from a Puerto Rican perspective, as opposed to the U.S. superpower perspective that I have learned from my entire life. I quickly picked up on the fact that almost

— UAS In Brief —

Yoda and Geography: Work how does it?

BY MARSHA SQUIRES

For the UAS Whalesong

For the fifth year, UAS has sported a team to the annual Juneau World Affairs Council (JWAC) World Quest trivia night. Seven students and one staff made up team UAS Whales who competed against 21 other teams for one night of fame and bragging rights. The Whales filled their tummies with incredible international foods and then challenged the crowd with their youthful smarts. The success of the team came from their worldly travels and knowledge of current-events and pop culture. They nailed the trivia round on World Capitals and muttered amongst themselves during the round on Random Quotes. Kudos goes out to Chancellor Caulfield for personally supporting the UAS team, and Denise Carl for captaining. A huge thank you to our students Caley Saragosa, Rosie Benson, Esteban Iglesias Rivas, Caysha Fleischman, Weiwu Li, Keegan Sundberg and Em Rademaker for representing UAS.

every Puerto Rican my age wanted their independence from the United States, and for good reason.

When Christopher Columbus landed there in 1493, Spain immediately colonized the island, killed off all of the indigenous people, the Taínos, and kept it as a territory up until 1900. When the Foraker Law was put in place by the US, the island immediately transitioned into an American territory and left Puerto Rico to live the life of a pawn in the imperial trade game. While there are Puerto Ricans from older generations that wish to become our 51st state, the ones actively seeking independence are the ones that are heard the most. The history course taught me so much about my country and gave me a firsthand look at how our actions affect, both positively and negatively, other nations and states.

It may sound cheesy, but all the money in the world could not have taught me what this exchange experience did. Living

in a country with a struggling economy, a country with a 44% poverty rate, and yet a country with the friendliest and nicest people you'll ever meet really opened my eyes in ways I didn't think possible. Looking back, I realize that I could not have achieved my Spanish speaking goals without this exchange experience and I am so grateful for attending a school that has such an involved and organized study away office. Now, not only do I have the experiences and memories to hold on to, I also have an insatiable craving for rice and beans and plantains. I think that's a win-win.



— National Student Exchange: — A Multitude of Academic Opportunities

BY MARSHA SQUIRES

For the UAS Whalesong

With all the talk of state budgets and decreased funding how reassuring and refreshing to know that UAS has faculty and staff providing students with outstanding academics, creative research options, field work, employment, campus activities, services, and more. The fact of the matter is this university offers a high-touch experience with many of opportunities. We are glad you- our students, are here and hope you will participate in what you can; balancing health, academics, work, recreation, and life wisely.

As this semester passes, and believe me it will pass quickly, we suggest that you seek out opportunities and take advantage of the academic possibilities, student services and college experiences presented to you. You, and no one else, can create your personal college experience. It is up to you to decide

how to engage and maximize on the multitude of opportunities.

One option, the National Student Exchange (NSE), is a program that allows UAS students to explore and attend another university for a semester or year. With over 200 accredited college/university choices you could find yourself in the warmth of a New Mexico desert or on the shore of a volcanic-rock beach in Hawaii. You may decide to travel to New England to experience the fall colors or to the western states of red rocks and spectacular mountains. If you are passionate about language and want to obtain Spanish credits, Puerto Rico might fit the bill. Or if French is a desire, what about Montreal, Canada? If you are thinking about an international experience, how about preparing by diving into a German or Japanese course in the U.S. before you go? Whatever you are looking for -southern hospitality or open plains,

NSE program has an option for all academic programs and your desires.

During the application process students may choose up to five different universities, and like most application processes the paperwork is somewhat tedious but not difficult. There is a non-refundable application fee and students need to be aware there is no guarantee of placement, yet with good advising and years of experience, Marsha Squires, the UAS Exchange Coordinator, offers solid information on the processes, options, finances, concerns, and chance of participation.

The financial aspect of the program allows students to either pay UAS for 15 upper division credits and fees or (usually) in-state tuition at the host campus. The guidelines set by the NSE mandate that each student be full-time, have a minimum cumulative GPA of 2.5, be in good academic standing and have no outstanding financial issues. UAS also requires UAS academic



This photo of Ethan Nichols is courtesy of Marsha Squires.

history with a minimum of 16 to 24 UAS credits completed.

The NSE priority deadline for fall semester and full academic year (2016-17) placements is Feb. 22 but if you are thinking about a spring 2017 placement, NSE is still available to you! The UAS Mandatory Preliminary Application and the NSE application are on line at www.uas.alaska.edu/exchanges under “applications” yet note that a meeting with the Coordinator is vital. Marsha will provide you with the application packet which includes reference forms

and more information regarding the process.

Money matters are the talk of the town, institution, and the state. With market fluctuations, academic programs, services, and tuition costs plaguing our conversations note that there are still opportunities to be had and positive outcomes possible. The National Student Exchange program is one of the most efficient, well executed collegiate programs in the country and UAS embraces your participation!

BY ALEXA CHERRY

For the UAS Whalesong

If you have a Pinterest account – or even if you’ve spent any time on the internet looking for fun recipes – it’s entirely possible that you’ve seen something called “apple roses.” Little more than puff pastries, jam, and apple slices rolled up and stuffed into muffin tins, apple roses are a fortunate case of something looking very fancy and complex but turning out to actually be super easy. (This is one of my favorite kind of things). But, as the title might imply, this is not a recipe for apple roses; this is a recipe for pizza roses, which are essentially the same thing but also entirely different. And even easier, because pepperoni comes pre-sliced!

In order to make this delicious, and also QUICK, FAST, AND EASY snack/lunch/dinner (depending on how much you want), you will need:

1 frozen puff pastry sheet,

THAWED (you can find these in the frozen foods section at Fred Meyer’s)

1 package of pepperoni

1 package of shredded cheese

1 container of red sauce that you want to spread on your pizza

A muffin tin (for large muffins)

Butter or PAM (for greasing the muffin tin)

Once you have your ingredients, gather them together and commence the following!

— College Eats: — Pizza Roses!

1. **Thaw your puff pastry!** It will take a while, about 30 minutes, so let that sit out and go do homework or something.
2. This depends on how many pizza roses you want, but you’re going to want to **cut each sheet into slices** that are roughly one and a half inches wide at the ends.
3. **Optional: take a roller to your puff pastry!** This helps if you are impatient and it’s not completely thawed and you need it to be softer.
4. **Spoon your selected sauce over** the length of your pastry. Not too liberally – we’re not making actual pizza, but you do want to be able to taste it.
5. **Layer pepperoni slices** along

one edge. You want them to be half-on and half-off the pastry, so you can roll them up but they can still be seen.

6. **Sprinkle cheese** over the whole shebang (also optional, for people with dairy allergies! I know this is shocking news, but pizza can still be good without cheese)
7. **Fold up the bottom of the pastry sheet** so that it contains the cheese and is holding the pepperoni in place
8. From one edge, **roll the whole thing up** into a little rose!
9. **Place in a well-greased muffin tin** (with the pepperoni facing up), and repeat until you have as many as you want/need
10. **Stick it in the oven** at 400

degrees for 20-25 minutes! Or until it looks crispy and fully cooked, whichever you prefer.

11. **Remove from the oven**, let cool, and then consume! Or just consume them straight away – you might burn your mouth and fingers, but it’s pizza and you’re a hungry college student. I understand.

I hope you enjoyed this recipe! I saw a video for it on Facebook, and if you’d like to see the same one I tracked it down at http://www.zestvip.com/rc/recipe-pretty-cheese-pizza-roses/?utm_source=facebook&utm_campaign=social-o.

(This includes the video as well as a step-by-step recipe, to assist the kitchen-challenged.) Ideally, this will be delicious and also save you a lot of money on the Domino’s front. I wish you luck.

— Mornings: Awful, but Sometimes Good For You —

BY ALEXA CHERRY

For the UAS Whalesong

I think it is safe to suggest that you as a reader are aware that “bedtime” is not necessarily a thing that happens among college students. At least, not in the way where it is the same every night, and it’s certainly not something pressed upon you by external sources (i.e., parents). And I am definitely a night owl over being an early bird any day of the week – which is why I decided to write an article on the subject of getting up early. It’s for my fellow night owls out there, who feel far more at ease staying up until 4 AM than you do getting up at 4 AM – which is only healthy, and natural, and the way that it should be, but is not always the most effective way to get things done.

I, for one, tend to associate darkness and nighttime with fun time. After 6 PM is for video games and movie nights, not homework – and maybe you, too, like to tell yourself that it’s fine and you’ll definitely start to work on that paper after just a few more episodes, but then it’s midnight and you’re abruptly overwhelmed with a sudden wave of exhaustion and all you can think about is how nice bed sounds and how tired

you’ll be the following morning if you don’t go to bed immediately. Getting up early eliminates this problem because once you’re up and dressed, it’s slightly more difficult to talk yourself into getting back into bed. It also helps that when you stay up late, it’s easy to convince yourself that you have all the time in the world – after all, the entire night stretches before you! But when you get up early, productivity levels are at least slightly increased, because now you have a deadline to meet (your first class, work, a meeting, etc.).

But, of course, this all begins with actually rolling out of bed. These days, I know a lot of people (and I think most college students) probably use their phones as their alarm clocks. This is fine – I do it too – but it’s also inherently problematic. I had an alarm clock during high school, and I would never get up in the morning and cross the room to shut it off, only to yank it off its cord and bring it back to bed with me for 30 more minutes of snooze time. And then, once your phone is in bed with you – well, a lot of your life is on that thing, and even if you don’t go back to sleep, it’s easy to spend the next hour checking your various social media feeds, making posts and

writing texts about how awful it is to be up so early, and so on. You know how it goes – but you can make it go differently!

I’m not sure it really qualifies as an “old adage,” but we’ve all heard the advice that the “trick” to getting up is that once you’re up, you’ve got to stay up. Thanks a lot, Morning Person Sages, but how do we accomplish that? For people whose schedule is normally the exact inverse of what this article is trying to help you accomplish, this is not helpful to hear. Now, you’re not going to like what I have to tell you, but it worked for me: try to get up an hour earlier than you need to. I know, I know, it sounds awful, but bear with me. Getting up an hour earlier means that you can use that hour to slog around and be a groggy not-morning person, as opposed to getting up exactly when you need to and having to throw yourself immediately into your homework. After all, that’s no fun.

One of my primary problems with getting up early, or even on time, is that when I am half-asleep I live for the snooze button. And I am not a casual 5-minute snoozer – I want to know that I can get more actual sleep, not just doze off, so I have my alarm set for 30-minute snoozes. This is something that you can also accomplish, if you do the following:

- Set your alarm for an hour earlier than you want to be up. Yes, even when you’re planning to be up an hour earlier than you need to be – set your alarm for even earlier than that. This way, you can hit snooze at least twice if you need and want to, so you can kind of trick your body into thinking it got to sleep in (because theoretically, that’s what the snooze button is for).

- Develop “once you’re up, stay up” hacks. Take a shower, splash cold water on your face, do some jumping jacks! If you’re not into exercise or getting wet in the morning, though – first of all, never do the Polar Plunge. Second, there are other options available to you. I have heard that drinking a glass of cold water first thing in the morning will wake you up (supposedly better than coffee, though I doubt the truth of this), and also hydrate you, which is important. Water aside, I find that the process of making coffee or tea also wakes me up – after all, if you don’t make it, you can’t drink it, and while the realization has been slow and painful, it’s simply not doable on a college budget to purchase coffee every day.

- Sort out your stuff the night before. You know what you have to do the next day, so go ahead and get ready for it ahead of time! It’ll save you 5-10 minutes in the morning, and is

especially useful if you’re one of those people who thinks you know where everything is until it’s time to walk out the door and it turns out your keys went on a journey to goodness knows where. Getting at least mostly packed up the night before clues you in to things that are missing, ensures that you pack the stuff you might forget to pack in the morning (how many times have you failed to pack an important textbook or folder due to oversight?), and means you can either sleep or work on getting stuff done for that extra amount of time. Also, if you lay out an outfit the night before, you can spend your morning working in your pajamas instead of trying to decide what to wear! Sounds like a win to me.

- Develop a backup system. If you can’t seem to get up in the morning despite your best efforts, it never hurts to clue in your friends and have them help you out. If your guys have a class together in the morning, plan to walk down with them – that means you have to be ready and out the door on time. Or, more simply, have them text or call you when you’re supposed to be awake. This works best when you feel accountable to the person, whether it’s your early bird friend who refuses to listen to your excuses or your dad back home who’s awake at 4 AM every day and won’t let you complain (but will let you respond to his “good morning!” texts with a string of incoherent keysmashing).

- Set different alarms. You know that song you loved, so you set it as your alarm, and now you cringe away every time it plays on the radio or your iPod? Yeah, so do I. There are a few ways to fix this; I suggest just using the default alarms on your phone, because you’re going to listen to it for a grand total of 10 seconds anyway before you find your phone in the dark and shut the alarm off. Setting a different alarm for each day adds variety to your life; you can also just set a series of different alarms for each morning routine. I like my first alarm to be a song I like, and will continue to like because I know it means I can hit snooze and go back to sleep; then the alarms get increasingly loud and rude, depending on how urgent it is that I be conscious ASAP.

From one night owl to another, I hope those were some helpful ideas about how to (occasionally) get up early and be productive! And if you’re an early riser, I hope they helped you too – even if you do enjoy being up in the early morning, and are therefore already miles ahead of me. Good job. You keep doing you.

sound+motion

UAS ARTS SERIES 2016



FRIDAY, MARCH 4, UAS EGAN LECTURE HALL

HARM: Musical Ensemble Performance

HARM is an Alaskan ensemble that defies the bounds of typical genre standards. Blending psych-folk and hip-hop with classical themes, the experimental chamber group utilizes upright bass, cello, harmonium, banjo, clarinet, guitar, beat boxing and vocal layering to explore themes of violence, gender and sexuality.

BY KAYLYN HASLUND

For the UAS Whalesong

With the all new All Gender bathrooms having been brought up in last issue, I was able to get in touch with Title IX coordinator Lori Klein, who was happy to talk about the situation and give some information.

Kaylyn Haslund: This is about getting information out there, at least information to the students about where the bathrooms would be, what this would mean, and how this is going about?

Lori Klein: There are a number of single stall restrooms across campus that have already been designated as unisex and that signage will remain in place. So, in our efforts to identify optional restrooms, the single stall units need to be more broadly shared. However, the staff in the Maurant building and the library staff are going to designate some multi-stall bathrooms as “all gender” bathrooms, with gender signage, instead of unisex, which, we’re excited about. That’s kind of more definitive. Unisex is so utilitarian. . . With what I’m learning, gender neutral is still not as broad of a statement as we can make about recognizing that there is a spectrum of gender. So we kind of like the “all gender.” But I was at gender neutral a couple weeks ago and so I’m learning. So, this will be an opportunity for us to all speak from kind of the same place with this designation. We’re doing this in partnership with facility services. Lower level Maurant and we’re not sure if- I think it’s going to be upper level library, by the circulation desk.

KH: That’s what I was hoping, was the upper level library, because I know that one isn’t as used as the one’s out in the main Egan building and downstairs library. Because I know those ones are used much more.

LK: So, we, they’ve just given me some specs to look at for signage, because we also want to designate a couple things. They all have to have Braille in order to designate and they should designate accommodated spaces. The larger stalls. And I would also like them to designate if there’s a changing station in there. But right now the signs don’t indicate that. So we could do some supplemental signage.

KH: That would be really good, especially for, even just... single fathers.

Because I know that was a complaint about the male bathrooms is that there are no changing stations.

LK: We hear a lot of complaints during the summer, when we have the big community events and there’s dads with a crying baby and a diaper bag saying, “Where do I go.” So, I think there’s going to be multiple benefits from designating some multi-stall stations. Many of the female multi-stall stations now come with changing stalls, that men can access, which is great. Not to mention, going through identity changes and identifying as a gender as they currently can’t walk in that bathroom. So I’m excited about that. My understanding is that once we finalize the spaces, they push the button on the order, it will take about a month for the signs to come in and then we’ll have to figure out how quickly they’ll install. So, we’ve got, by the end of the month they’ll push the order button. So then we’re talking installation somewhere around after spring break and or the beginning of April. Which is a little late into our semester, but...

KH: But, it’ll still be a good change to see in the summer and the fall.

LK: Something we can absolutely celebrate too for the end of the semester.

KH: Especially for incoming students for fall or returning students who, this has been a long time coming for them.

LK: The staff in the Maurant building have been super supportive of this change for a while and we will leave the upstairs bathroom as gender specific. And we will post signs everywhere, where someone can find an all gender space they want. Or where they can find gender specific.

KH: That was one of my questions. As that was a concern someone has approached me with. Is, well how are we going to know? Well, there’s going to be signs to send it out there?

LK: Well, we’ll have to figure out, in addition to the all gender signage, we’re going to have to create some laminated signs that we put up. That probably my office will coordinate. I don’t know

that we’ll ask facilities to do that. But it will simply say for example, with Egan: Gender specific bathrooms located in the classroom wing and lower level library. And then for instance downstairs Egan it will say: All gender bathroom located upstairs. Maurant building has less community events, there’s access sometimes during the summer. But it’s student use. And then I think there’s interest in seeing how this goes and then doing the classroom wing and having one bathroom be all gender.

KH: That would be, that would be really good. Because we have a growing community here, that it would help a lot.

LK: I have no hesitation designating the Egan classroom wings, but we decided that this being... With the exception of classes, Maurant building is the most used building on campus for students. So, we thought it be great to try it out, I guess. Especially the multi-stall... The multi-stall issue, it bothers people. It throws people.

KH: In writing the first article, I was met with a lot of people who said, “Well I’m not comfortable with that.” With an insinuation that we’re changing all the bathrooms, when there will still be the upstairs, there will still be Egan.

LK: There will still be options. Facilities has been really supportive of the issue, they had some questions and concerns they’ve iterated. One of the concerns, and not necessarily from facilities is, safety. But there is absolutely no evidence that all gender bathrooms are any less safe than gender specific.

KH: Yes, because one of the highest rated places, where violence does happen, is in the bathrooms. And that’s typically in gendered bathrooms. So, I think have the all gender bathrooms might help. Because I know for many people, going to the bathroom is very scary for them.

LK: And I just think, if we can start out with these bathrooms being in spaces, where the staff. The day to day users are supportive and comfortable with using it, it’s going to become non-issue. It’ll take time. The library’s been

great. Hannah Wolf-McPike and I have been working on this. And we though we heard that the library wanted to designate their multistall bathrooms as all gender. So, we call them up and they were like, “Oh no, we have some single stall bathrooms. Down the hallway, it’s kind of towards the staff offices. And we thought we could put up a sign for students to know they could use them.” It was very... And we were like, “Oh, we were under the impression that you want to change some of your multi-stalls into all gender bathrooms.” And they said, “Huh. Well, let us talk about that.” It wasn’t even on their radar and they’re now going to have the second location on campus. Which is pretty exciting. . . I was actually super surprised at the amount of single stall bathrooms on this campus when they sent me the list. But I had no idea.

KH: That was another issue. A lot of the students don’t know that there are these spaces. So I have one other question. Have you been met with any hesitation?

LK: No.
KH: Good, that’s something I’ve been worried about. Because, it’s also a concern on other people’s mind.

LK: No one has been adamant

against it. People have said, what about community events? Where you’ve got a mix of age and gender. And frankly, community events are a different thing. And we, yeah we have a lot of people on campus and parents are responsible for the safety of their children. And should there be an incident, we as a campus will respond to that. But no one has said to me, I don’t support this or I would stand in the way of this. If you want to have a space, where you’re not forced to choose by your action of walking into a space, deny your own identity... If you’re forced to walk across campus to do that, that’s not equitable situation. So, we’re bringing some balance. And we could be doing more, but this is so much more than we currently have.

KH: What do you hope for in terms of student reaction? What will it achieve in terms of the student?

LK: First of all, my hope is, that our students who are this gender identity journey, whether they’ve found it or not. I want them to feel like they have more equitable bathroom space. And that they feel that this is the right step in creating a more equitable environment. But, even broader than that: that this is embraced by the entire campus community, and that everybody understands that they have options, that we’re respectful of all choices. And to have this become our new normal.

KH: I totally agree.
Currently here is the list of the all gender bathrooms on campus:

Building	Level	signs	ADA?	Notes	Signage reads:
JS109 Anderson	Ground, 3 rd	4	yes	2 at Ground Floor; 2 at 3 rd floor	100T1, 100T2, 300T1 300T2 All Gender Restroom
NSRL	3rd Floor	1	Yes	Sign just says “toilet” and already is unisex	(not required)
Rec Center	main	2	yes		110; 111 All Gender Restroom
JS107 Maurant	Ground	1	yes	Connected to Health Center; existing signage says “toilet with wheelchair accessible graphic”.	(not required)
John R. Pugh Hall	2 nd , 3 rd Floor	2	yes	Existing signs show male/female/wheelchair graphic	(not required)
TEC	Ground	2	no	An accessible toilet stall is being added which will also be “all gender”	All Gender Restroom
JS108 Egan Library	2 nd Level	2	yes	In the hallway leading to the exit	200 T1 All Gender; 200T2 All Gender
JS104 Soboleff Annex	main	2	yes		100T1 All Gender; 100T2 All Gender
JS107 Maurant, Ground Floor	ground	2	yes	Multiple stalls (All Gender with Urinal) signage for 200M1	100T1 All Gender; 100T2 All Gender with Urinal



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— SB174: —

Deregulating Guns on Campus

BY ANNELIESE MOLL
For the UAS Whalesong

On February 8, 2016, SB0174 was introduced to the legislature by Senator Pete Kelly. Senator Mike Dunleavy, the chair of the Senate Education Committee, is a co-sponsor of the bill, as is the chair of the Senate Judiciary Committee, Senator Lesil McGuire. This bill is an Act relating to the regulation of firearms and knives by the University of Alaska. It is scheduled have hearings on February 16 through Feb. 18.

If SB0174 passes, the University of Alaska Board of Regents will not be able to regulate the possession, ownership, registration, storage, or transportation of concealed handguns or knives. The University of Alaska would be able to regulate the possession of firearms or knives in restricted access areas of university buildings and the buildings deemed to be restricted access buildings will need to have notices posted. The University of Alaska will also not be able to create a database or registry of anyone on campus who has a firearm. The bill appears to have quite a bit of support within the Senate and has been placed on a fast track. If the bill is passed, then the University will have 30 days to adopt the policies.

Within the United States, concealed carry is legal in all states. However, permits are required in most, and, depending on the state, acquiring a permit has varying levels of difficulty. For example in South Dakota, a permit is \$10 and there is no special training required. While in Illinois a permit is \$150 and require 16 hours of training and range time costing between \$450 and \$500.

Alaskans do not need to have a Concealed Carry Weapon (CCW) permit. However, they do need to be 21 or older to legally possess a handgun. Even though it's legal to carry, taking a class and getting a permit is not a bad idea at all. Classes are typically two days long (12 hours) with range time. To certify , individuals are required to pass a 25 question test (it's true or false) and be able to hit a target at three different distances. The cost of a class is going to be in the \$250 range. Alaskan concealed carry permits are generally valid for 5 years.

Currently, Colorado, Idaho, Kansas, Mississippi, Oregon, Texas, Utah, and Wisconsin have opted to allow people to have concealed carry weapons on college campuses. In Oregon, this decision was pushed heavily after a shooting at a community college. Many who live near the campus spoke out about how the death count could have been significantly lower if someone within the school had been carrying. As unfortunate as it is, having 'no guns allowed' or gun free zones is not going to stop people who wish to do others harm from bringing one anyway.

On the other hand, there are large numbers of people who are also in favor of having more control over firearms. In Texas, several professors within the University of Texas expressed great fear about the idea that their students might be armed. Others expressed that by allowing for concealed carrying on campuses it would be creating a sense of fear.

Being able to conceal carry on a college campus should not change anything for staff or other students if the individual carrying is going about it correctly, because, if done correctly, others should never know. It all comes down to responsible gun ownership.

Letter from

— The UASSC —

The Student Services Council (SSC) of the University of Alaska, comprised of the Officers with the responsibility of overseeing student life operations on the University campuses including residence halls, student activities and health and wellness *oppose* SB 174.

Foremost in our reasoning: the challenges inherent to college life (including the stress and social obstacles found in high density communal living) which when combined with the presence of alcohol and drugs, and overlain with weapons, could have potentially lethal consequences for our campus communities. Given such stresses, we contend that introducing guns into this mix increases the safety risks to students, faculty and staff.

This isn't about being pro or anti guns. UA allows weapons on campus in a reasonable way, such as in secure storage, at special events and in locked cars. SB 174 creates a situation where UA is responsible for conduct in shared student housing but is unable to do what makes sense.

The availability of weapons on campus could also have an adverse impact on the student suicide rate. Suicide is the second leading cause of death for American college students¹, and thousands more attempt suicide but do not succeed. Add to this that the State of Alaska's suicide rate is nearly twice the national average and the leading cause of death in Alaska for people ages 15 to 24 and our collective concern deepens.

Open access to firearms on campus and especially in residence halls would likely worsen this serious problem, as suicide attempts involving firearms are almost always fatal. Weapons in residence halls will also require training 18, 19, or 20-year-old student employees - Resident Assistants ("RA's") to deescalate students in possession of a weapon and possibly impaired. While hard to predict, it is reasonable that many students will choose to no longer work in residence halls and either work off campus or perhaps take more in student loans to pay for their educations. This chilling effect on the ability to recruit, retain, and properly train employees extends to both students and staff.

The University of Alaska campuses are places of education and training that have been specifically set aside for debate; the free exchange of ideas, exploration and discovery among young people making the transition to adulthood. Weapons on campus don't enhance that learning and growth experience; they detract from it.

Sincerely,

Saichi Oba,	UA	Associate VP, Student & Enrollment
Dr. Bruce Schultz,	UAA	Vice Chancellor, Student Affairs
Dr. Michael Sfraga,	UAF	Vice Chancellor, University and Student Advancement
Joe Nelson,	UAS	Vice Chancellor, Enrollment Mgmt. and Student Affairs

February 16, 2016



BY ANNELIESE MOLL*For the UAS Whalesong*

In 2011 a study involving several groups of researchers from the United States, Canada, Germany, and Mexico who had been working on a study replicating ecological speciation the Atlantic molly (*Poecilia Mexicana*) and in *P. sulphuraria* (Poeciliidae) was published in the journal of Molecular Biology and Evolution.

These fish usually live within freshwater or brackish waters, but they have also been colonized several sulfidic springs in southern Mexico. These springs are particularly relevant because they are not just slightly sulfidic. They are extremely hypoxic (lacking oxygen) and have high concentrations of hydrogen sulfide, enough to be lethal to most organisms.

In order to identify speciation within the mollies who are able to inhabit these toxic springs researchers used several different methods of analysis. This meant a phylogenetic analysis to test whether springs were independently colonized, then a phenotypic assessment of body and gill morphology variation to identify convergent patterns of trait differentiation, and then an eco-toxicological experiment to detect differences in sulfide tolerances among ecotypes.

To explain the relationships within the populations within the toxic springs, genomic DNA was extracted from fins which had been preserved in ethanol. From that DNA researchers were specifically looking for the mitochondrial cytochrome *b* gene. They also had a subset looking at the mitochondrial DNA gene NADH subunit 2. When it came to data analysis they chose three different approaches: only the *cyt b* gene, only the ND2 gene, and then *cyt b* and

ND2 together.

The second way that researchers looked the differences in the sulfidic and nonsulfidic populations by quantifying phenotypic by performing a geometric morphometric analysis. This means that they took lateral radiographs of both populations. Those were then digitized and 13 landmarks points were placed on every image. In addition to the photos, eye diameter was measured and a weight matrix was created. Then to test for variation in body shape between populations they used several statistical tests which consisted of a multivariate analysis of covariance, or MANCOVA, is used in cases where there is more than one dependent variable and control of naturally associated continuous independent variables is required. A mixed-model nested analysis of covariance was also conducted because in the MANCOVA fixed effects can often inflate error rates if nested terms are significant.

In order to look at the morphology of the gills, they measured the total gill filament length and used that as an index for oxygen uptake. This approach was chosen rather than gill surface area because it's more likely to reflect spatial restrictions of large gills. To actually quantify total gill filament length they measured the four gill arches. The filament lengths were summed for the 8 hemibranchs and then multiplied by two in order to arrive at an estimated total gill filament length.

Finally, their tolerance to sulfide was tested by subjecting wild-caught fish from the different populations to various concentrations of sulfide. During this part, the wild fish were brought back

to a lab and over the course of 24 hours slowly acclimated to water that did not contain any sulfide. Once the fish were ready to slowly be exposed to levels of sulfide, sulfidic water was obtained from one of the springs that is known to have high concentrations. Each fish was placed into a 100 mL container and then 10 mL of the sulfidic water was added at two minute intervals. During this time fish were monitored and the time of their loss of motion control was noted and they were removed so that length and weight could be recorded. They were then placed into a heavily aerated container in order to recover. From this experiment researchers used the model with the highest support retained sulfide, sex, mass, and the interaction between drainage and sulfide in the final analysis.

Now, the moment you've been waiting for: the results. From the first portion of the experiment where researchers conducted a phylogenetic analysis. That analysis indicated that their samples of *P. mexicana* and *P. sulphuraria* formed a monophyletic group, and within that group there were three highly significant lineages. They also found that their data suggested that *P. sulphuraria* evolved independently from the *P. m. mexicana* sulfide spring populations. However, the data did tell much about the relationships between the *P. m. mexicana* mollies, which includes the sulfur spring haplotypes. Ultimately, from this part of the experiment they found that their data suggests at least three independent colonizations of sulfidic springs by mollies.

From the the second portion, where

morphology was examined, researchers found that body shape different strongly between nonsulfidic and sulfidic populations. Between sexes, the position of the anal fin was different. They also found that total gill filament length was strongly correlated with body mass. It was also found that fish from sulfidic springs had larger gills than those from the freshwater streams. Males were also noted to have smaller gills than females.

In their third test regarding tolerance to sulfide was strongly dependent on the body mass. Smaller fish were found to have a higher tolerance to sulfide and that males would generally lose motor function sooner than females.

Ultimately, this study and others similar to it present interesting insights into evolution. In this case the sulfide tolerant fish may be able provide an ideal model system to eventually revealing the underlying adaptations and speciation.

In the references below the paper is cited, and I would definitely recommend taking a look at it. There are many highly informative figures and graphs that could not be included within this article. This study is also being continued by other researchers currently. Just last month a paper was published with a heavier focus on the genetic differences (also an interesting paper).

References

Tobler, M., Palacios, M., Chapman, L. J., Mitrofanov, I., Bierbach, D., Plath, M., ... & Mateos, M. (2011). Evolution in extreme environments: replicated phenotypic differentiation in livebearing fish inhabiting sulfidic springs. *Evolution*, 65(8), 2213-2228.

— Pirates of Penzance —

BY ALEXA CHERRY*For the UAS Whalesong*

I don't remember when the first Pirates of the Caribbean movie came out, but I do remember that my "pirate phase" was well underway by my 12th birthday. That's probably why my parents decided to bestow the soundtrack to Gilbert & Sullivan's musical The Pirates of Penzance upon me. Having never heard of Gilbert & Sullivan before, I was still immediately enraptured with this gift because it had "pirate" in the title – so I listened to it as soon as possible, and proceeded to listen to it on repeat for the next year.

But the Whalesong is not a venue for me to reminisce on fond childhood memories! I promise you, I have a point. Specifically, my point is that [Daniel, can you include the "who" here please? Idk who is doing it] will be putting on a production of The Pirates of Penzance soon (see

our event calendar for details), and I thought that maybe if I had never heard of this musical – at least, not in my earlier formative years – then maybe other people hadn't as well. It would be a shame if anyone missed out on going to see it simply because they didn't know what it was, so I thought I would do an informative article-slash-review to give you all a heads up.

Gilbert & Sullivan are actually pretty well-known figures in popular culture, though some people might not know it; a few songs from their opera H.M.S. Pinafore featured heavily in the famous sports movie Chariots of Fire. Their opera The Mikado is also being performed near the end of the 1978 film Foul Play. So if you're seen either of those movies, you have heard a Gilbert & Sullivan opera before. Pirates of Penzance is, perhaps, less well-known; the film version starring Kevin Kline was on Netflix for a while, but I think

most people would know Pirates of Penzance from its most popular song. "I am the very model of a modern major-general, I've information vegetable, animal, and mineral..." Veggie Tales did a cover of it, and in the popular video game series Mass Effect, the character Mordin Solus sings his own version.

Whether you know every song by heart or haven't ever heard of it, Pirates of Penzance is always a great time. The story follows a young man named Frederic, who was apprenticed to a crew of tender-hearted pirates by accident and who will be freed from his apprenticeship on his 21st birthday. Feeling that it is his duty, he swears that he will spend his post-apprenticeship life hunting down and eliminating all of the pirates, and in the process meets the daughter of the major-general, Mabel. However, just as he and Mabel are planning their life together, the Pirate King confronts Frederic with harsh reality: Frederic was born on February 29th, and his apprenticeship dictated that he would remain with

the pirates until his 21st birthday, specifically. Again feeling it is his duty to remain bound to the contract, Frederic resigns himself to being a pirate for the next 63 years – but hey, it's not all bad, since Mabel promises to wait for him until he is freed of his indentures.

Of course, that's not the entire plot – I don't want to give it away, after all – but you can see, I hope, how this would make for interesting viewing. Pirates of Penzance is a great story with excellent music that's fun for all ages. I would definitely recommend it, or anything else by Gilbert & Sullivan, if you enjoy the modern televised musical phenomenon Galavant! If you've seen that, you'll remember that the end of season 1 featured a very loud song about being quiet – something that was hilarious, delightful, and Pirates of Penzance did first.

So, now for the pirate's lair! And I hope you enjoy it as much as I did, and still do.

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Student Government — Update —

BY CALLIE CONERTON

For the UAS Whalesong

This is an important time for the University and we at Student Government are working hard to make sure that the students are fairly represented within the University, the University system and in the State of Alaska. With the spring semester well on it's way and the legislative session coming along strong, it is going to be one hell of a ride.

In terms of the Legislature, we have two bills on the table that will affect the students at the University. Chris Christensen, UA VP of State Affairs reported,

"*SB 174 – Guns on Campus*SB 174, "An Act relating to the regulation of firearms and knives by the University of Alaska," was introduced by Senator Pete Kelly on Monday the 8th. The bill was assigned to the Senate Education Committee and the Senate Judiciary Committee, and the Education Committee has already scheduled two hearings next week. SB 174 takes away most of the Board of Regents' authority to regulate the carrying of concealed handguns at the university, even by persons who don't have a concealed carry permit. The Board is opposed to the bill in its current form. The bill appears to have many supporters in the Senate and is on a fast track. Senator Mike Dunleavy, the chair of the Senate Education Committee, is a co-sponsor of the bill, as is the chair of the Senate Judiciary Committee, Senator Lesil McGuire. You can find more information on SB 174 at <http://www.akleg.gov/basis/Bill/Detail/29?Root=SB%20174>."

We had students and staff alike testify in front of the Senate Education Committee this week.

The House Education Committee had a hearing on HB 264, "An Act relating to repayment of Alaska performance scholarships and Alaska education grants." The bill was introduced by Representative Tammie Wilson, and it would require repayment of Alaska Performance Scholarships and education grants if the recipient doesn't complete the post-secondary program enrolled in within six years. UAF Provost Susan Henrichs submitted a letter expressing concerns about the effects of the bill on students. You can get more information about the bill and read the letter here: http://www.akleg.gov/basis/get_bill.asp?session=29&bill=HB264

We held a budget forum with Chancellor Rick Caulfield a week ago. It was amazing how many students and staff showed up to talk with the Chancellor and be apart of the conversation regarding the budget. We are super thankful for the opportunity to have that discussion with the students and the administration.

We held a bonfire as a part of Winterfest and had a blast bonding with students and were able to reach out to many different students. It was a great event and there was even a conga line around the fire at Noyes Pavilion. We also had two senators that jumped as apart of the Polar Plunge and raised money for AWARE.

As a Student Government, we are meeting with the Coalition of Student Leaders later this month, with student leaders from all over the state so that we can, as a unite focus, advocate for the University and the students of the University at the legislature. We have meetings with most of the legislators and we have many speakers coming to speak to the student leaders.

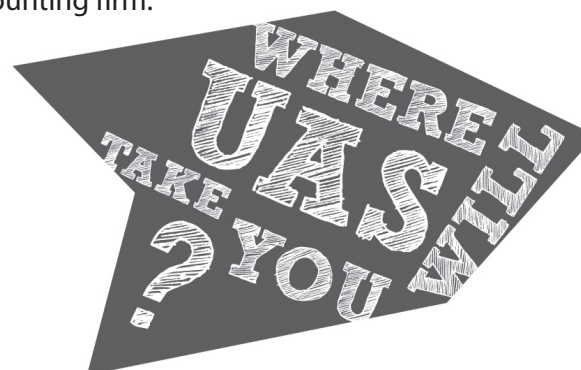
Don't forget to mark your calendars for the BANFF Mountain Film Festival. It will be March 2nd at Centennial Hall. Doors are opening at 6:30pm with the show starting at 7pm. This is a one night event so make sure to make it! It will be \$15 for the public but only \$10 for students! You can purchase tickets at Student Accounts, Hearthside books, many places around town and at the door! See you there!



Kristina Paulick
BBA Accounting
Class of 2015
JDHS 2008

INTERNSHIP: ELGEE REHFELD MERTZ, LLC
CAREER: CERTIFIED PUBLIC ACCOUNTANT
CARNEGIE HALL NYC: ALASKAPELLA SINGERS

Juneau Douglas High School graduate Kristina Paulick has been playing French Horn with the Juneau Symphony since she was in middle school. A dozen years later, the founder of the UAS Alaskapella singers is performing with the group at the invitation of the Distinguished Concerts International New York in Carnegie Hall. And, her degree from the University of Alaska Southeast led to an internship and career with a local accounting firm.



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BY KAYLYN HASLUND*For the UAS Whalesong*

On Friday February 5th, the Sound and Motion series of this semester had its second presentation, “Viewing the Elephant Man: How Science & Commerce Reconfigured the Grotesque Body.” Professor Robin Walz gave the presentation on the life of Joseph Cary Merrick (1862-1890), who would later become known as the Elephant Man. This was done in conjunction with The Goldtown Theatre downtown which was showing the 1980 film, said film will be showing in other areas over the month. This presentation shined light onto both the man and the subject of how the modern age views the human body.

Professor Walz started by stating, “There are no truths about the elephant man.” There are a host of contradicting stories written about Merrick posthumously, different ‘true stories.’ With extensive research the audience was able to see varying ways that things did differ, such as Merrick’s true name, or what the disease he had could have been. This, interestingly enough, included Frederick Treves, Merrick’s friend and doctor, calling Merrick John instead of Joseph. This was taken for inspiration for both the play and the film based off Merrick’s life.

Viewing the — Elephant Man —

Professor Walz introduced the idea that humanity has been intrigued with the strange for years, with the men whose face were on their torsos or the cynocephali (wolf headed men), or a rather a pre-modern understanding of those differences. This included paintings of some of the most famous cases. That the viewing and prejudgment of the human body was always something of an interest for other humans. That, while there was a misunderstanding on the science or biology of it, there was always a human reaction to it all. People have always wondered about the unknown and one of the best examples of it is the Freak Shows. Now, we have the Mütter Museum, a medical museum in Pennsylvania.

With clips from the film and a documentary of the Mütter Museum, where casts of the Elephant man’s bones were on display, Professor Walz was able to show a stark understanding of how we as a society view the grotesque. That at the end of it all, it is humans looking at humans, shows perhaps

a much darker look into how we view others, and how we make certain judgements based on what we consider grotesque. When we look at the human body clinically, then we no longer are seeing the other as human. When there is no reaction, then something isn’t right. In hindsight, that is even more frightening. This was especially made important with the documentary of the Mütter Museum, where the strange is loved.

We were given a quick view into Merrick’s life, from start to finish, following along what may and may not be true. We followed his beginnings in a poor household, to his life in a sideshow, later his work with Doctor Frederick Treves, and his final three years in the hospital. He willingly joined a sideshow, knowing the money he could make from his abnormalities to the willingness to show himself to doctors in hopes of being “normal.” He came as quickly as he left. Due to the weight of his head, Merrick had to sleep sitting up in bed. In 1890, he was found dead by asphyxiation

because he had laid down to sleep on his back. The weight of his head had dislocated his neck. Doctor Treves attributed Merrick’s death to his desire to sleep like other people.

Ultimately, this presentation showed the intrigue of the grotesque and perhaps one of the most famous cases of it: a man whose condition remains unknown as well as any idea of what may have caused it. It also showed how people continue to interpret abnormalities and the grotesque, and the repercussions that may come from it.

He ended the presentation with a final look at Merrick and the mind the man had, citing a stanza of a poem Merrick used to end his letter:

“Tis true my form is something odd, but blaming me is blaming God; could I create myself anew I would not fail in pleasing you...”

This poem was adapted from “False Greatness” by Isaac Watts. In truth, viewing the other is a dangerous act. Our need to understand never seems to completely outweigh our need to view and prod at the subject. Instead of nurturing, we alienate. Perhaps that is something we should take away from the Professor Walz’s presentation.

— Suddenly, College: — Anxiety Awareness

BY ALEXA CHERRY*For the UAS Whalesong*

There are lots of books, blogs, and articles out there in the world that talk about the detrimental effects that college can have on you as a person. They talk about stress and sleep deprivation and the importance of eating properly – but one topic that I think needs to be discussed more is anxiety. This can be a side effect of, and is often associated with, stress, but is also its own separate animal that ought to be looked at and treated as such.

Now, I’m certainly no mental health scientist, and the definitions for stress and anxiety look strikingly similar: stress is “a state of mental tension and worry caused by problems in your life; something that causes strong feelings of worry and anxiety,” while anxiety is “fear or nervousness about what might happen” (Merriam-Webster). There’s the interconnectedness I mentioned earlier – purportedly, stress causes anxiety. However, both definitions are highly subjective, so here are my subjective interpretations of what they are.

To me, stressed is what I am when I have a presentation of assignment due – I know it’s

coming up, I know it needs to get done, and I can feel the weight of that responsibility and the associated time limit of the deadline looming over me. Stress is the knowledge that something is expected of me, and the pressure to meet those expectations. On the other hand, anxiety is what wakes me up in the middle of the night after I’ve only been asleep for two hours, but I know I have a lot to do and I know that if I’m asleep I’m not doing it. See the difference? I guess the easiest way to explain it would be that stress is the cause; anxiety is the effect. In my experience, you’re only stressed until the deadline has passed and the assignment is turned in; however, the anxiety can – and often does – last beyond that.

There are, of course, differing degrees of anxiety. Some people are just anxious because that’s what college and living life does to you; other people have full-blown anxiety disorders, of varying levels of severity. This article is not intended to teach you how to straight-up cure your anxiety, however bad it might be; instead, I thought that I would just share with you all some tips and tricks for coping with it that I’ve learned

from my own experience and research.

Tip and trick number one is to take advantage of the free counseling services that UAS offers! Located on the bottom floor of the Mourant building, the counseling center is available for use to any students who are taking classes during the current semester. You can make an appointment at the Student Resource Center, either in person or by calling 907-796-6000. As one of the counselors who works there pointed out to me recently, “Why not do it while it’s free?” It never hurts to talk to someone about what you’re going through – and while talking to your friends and family is certainly helpful, speaking to a trained professional in the field can be even more so.

Never underestimate the power of a good self-care session. I’m not a proponent of skipping class, but sometimes it’s not a bad idea to take even just one morning off and sleep in that extra hour. And of course, you don’t have to take a class off – but I recommend taking care of yourself. Take a long hot shower, make a cup of your favorite tea, take a nap, treat yourself to something you’ve been saving for a “special occasion.” Sometimes, even if pampering yourself doesn’t completely eliminate your stress and anxiety, it’s at least a good step on the way to feeling better eventually.

Another tip is to take deep breaths! Yeah, I know, when you’re panicking over an

assignment the last thing you want to be told is to breathe deeply. But there’s actually a reason for this – when you’re super anxious and panicking, you take faster, shallower breaths without actually realizing that you’re doing so. The next time you’re feeling anxious, I recommend actively taking a “breathing break” and making sure that you’re getting enough oxygen to your brain.

Finally, try not to get overwhelmed, and to recognize when you are! There are a lot of aspects of college life that aren’t mandatory. If looking at your schedule or to-do list induces a panic attack, decide on some things to knock off it. Mark what’s absolutely essential to get done (e.g. attend class, study for test, take test), and then don’t feel bad about canceling extraneous tasks and events if you have to (movie night, basketball game, cleaning room). I mean, you can’t put cleaning your room off forever, but pushing it back by one or two nights won’t hurt, and will certainly give you time to recover.

I hope you found this article useful! If you have other ideas or ways that you deal with stress and anxiety, feel free to either write your own article to submit, or write a Letter to the Editor at whalesong@uas.alaska.edu.

CAMPUS CALENDAR

ON CAMPUS

MONDAY, FEB. 22

Cardio and Core Conditioning,

noon, Recreation Center. Join Keegan @ the REC for an hour of cardio and core conditioning on Monday, Wednesday, and Fridays starting Aug. 24th and running till Apr. 27. Sign-up at the REC help desk. \$150 instruction fee. \$5 drop-in fee. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

CIZE with Keegan, 7 p.m.,

Recreation Center. Join Keegan @ the REC every Monday for a fun, hip, calorie-burning workout inspired by urban street jazz and hip-hop. Keegan will break down the moves of the professionally choreographed dance routines, step-by-step. Sign-up and pay at the REC help desk. REC Members: \$5 drop-in fee, Guest of REC Member: \$10 drop-in fee. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

TUESDAY, FEB. 23

Student Government Weekly

Meeting, 8:30 a.m., Glacier View Room. Please join the United Students of the University of Alaska Southeast - Juneau Campus for our weekly meeting. Meetings are open to all students, staff, and faculty. Minutes from past meetings can be found on our website. Call 796-6517 or e-mail jypres@uas.alaska.edu for more information.

Intramural: Basketball, 7 p.m.,

Recreation Center. Basketball this spring semester will be on Tuesday nights (7 p.m.-9:45 p.m.). Team sign-ups will happen two weeks into intramurals with sign-up at the REC service desk.

Must be a REC Center Member or a guest (18 years of age and older) of a REC Center Member. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

WEDNESDAY, FEB. 24

Coffee with Student Government,

9:30 a.m., Student Government Office. Come down to the Student Government Office every Wednesday morning for some free coffee and treats! Meet your student representatives and chat with them about any issues or ideas you have, or just run in for a quick cup to jump start your day! Call 796-6517 or e-mail jypres@uas.alaska.edu.

Climbing Wall Orientations, 6 p.m.,

Recreation Center. Attend the REC's climbing orientation to learn the basics and our gym rules. Once certified, climb when the REC is open! The orientation takes approx. 45 minutes with options to "test out". The REC has climbing shoes, harnesses and gear to loan for our indoor wall users once certified. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

THURSDAY, FEB. 25

Spring Travelogue Series, 1 p.m.,

Egan Library. Our travelogue series takes you around the world with students through shared experiences. Learn about different places and adventures around the world, and dream of future trips of your own. Laura Steele shares her experience in Malta.

Media Club Meeting, 4 p.m., Egan

Classroom 113. The UAS Media Club will meet weekly to discuss and plan events for the Spring semester. Call 796-6517 or e-mail jypres@uas.alaska.edu for more information.

Intramural: Soccer, 7 p.m.,

Recreation Center. Soccer this spring semester will be on Thursday nights (7:00 p.m.-9:45 p.m.). Team sign-ups will happen two weeks into intramurals with sign-up at the REC service desk. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

BCM Club Weekly Meetings, 9

p.m., Chapel by the Lake. Through UAS Baptist Campus Ministries, we encourage Christian students to embrace

and live for Christ and to educate and inform interested students about the Bible. Call (907) 305-0624 or e-mail uasbcm@gmail.com for more information.

SATURDAY, FEB. 27

Saturday Sweat, 11:15 a.m.,

Recreation Center. All levels of fitness are welcomed to attend this full body workout! \$70 instruction fee includes access to excellent instruction that will have you motivated and energized for the rest of your weekend. REC Members: \$5 drop-in fee, Non-REC Members: \$10 drop-in fee. Add on Noon-time Cardio & Core Conditioning on Monday and Wednesday for \$200 both sessions. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

Gaming Club Meeting, 5 p.m., Egan

Classroom Wing. The UAS Gaming Club meets weekly in the Egan building to play all sorts of games, including tabletop and video games. Gamers of all skill level are welcome!

MONDAY, FEB. 29

Intramural: Dodgeball, 7 p.m.,

Recreation Center. Dodgeball this spring

semester will be on Monday nights (7:00 p.m.-9:45 p.m.). Team sign-ups will happen two weeks into intramurals with sign-up at the REC service desk. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

FRIDAY, MAR. 4

Sound and Motion - HARM & Experimental Musical Ensemble, 7 p.m., Egan Lecture Hall. Blending psych-folk and hip-hop with classical themes, the experimental chamber group utilizes upright bass, cello, harmonium, banjo, clarinet, guitar, beat boxing and vocal layering to explore themes of violence, gender and sexuality.

The 3rd Annual NRSC Food

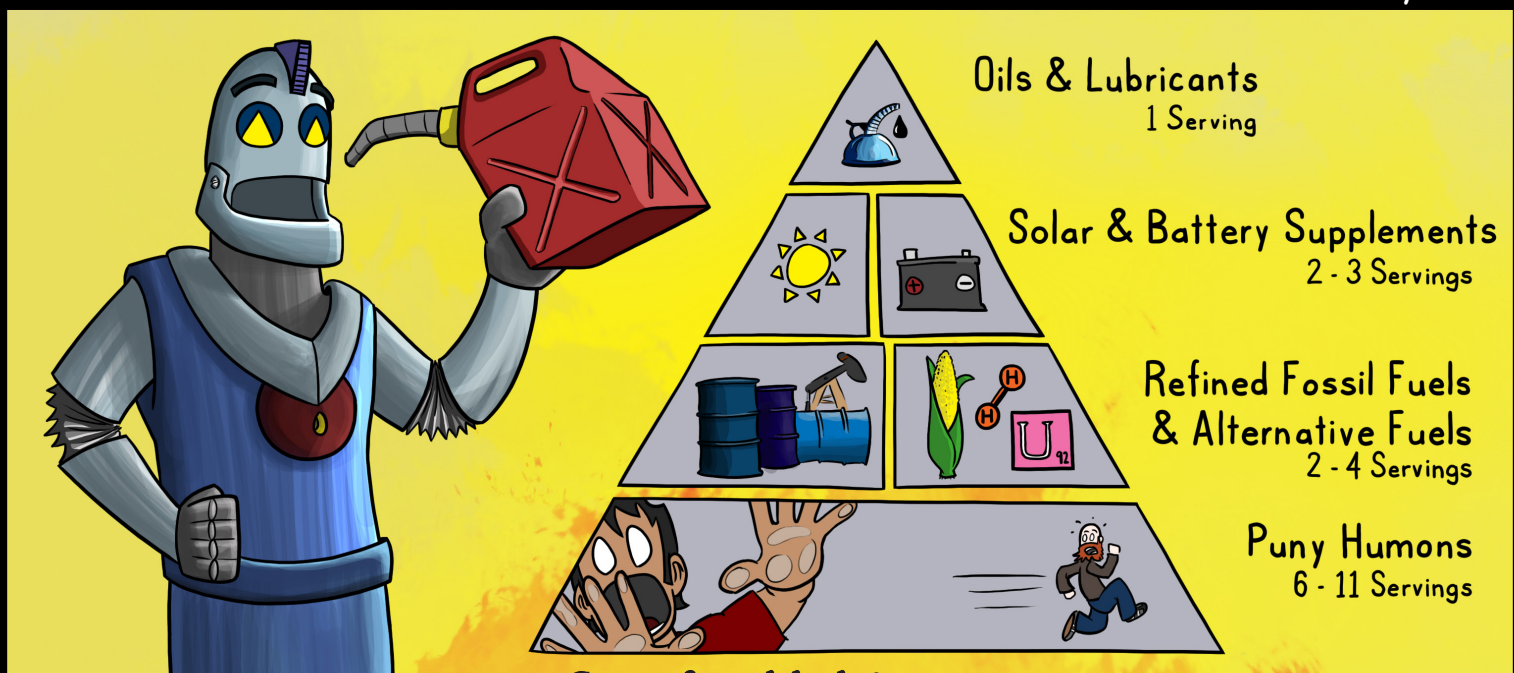
Sovereignty Friday Series, 1 p.m., NRSC. The Native and Rural Student Center, NRSC, invites YOU to stop by and sample some of the finest food harvested around Alaska!

SATURDAY, MAR. 5

REC Guard Closure, All weekend, Recreation Center. The REC Center will be closed for use by the Alaska Army National Guard.

Alaska Robotics

Robot Food Pyramid



Courtesy of www.alaskarobotics.com

CAMPUS CALENDAR

OFF CAMPUS

MONDAY, FEB. 22

Tlingit Language Learner's Group, 6 p.m., Downtown Juneau Public Library. This group, run by Tlingit language learners, is free and open to the community every Monday, regardless of language experience. For more information, e-mail tlingitlearners@gmail.com.

Skiers Friday, 6:30 p.m., Hangar On The Wharf. Specials at 4p.m., Movies at 7p.m.! Skiers' Friday is Every Monday Night at The Hangar! Fantastic door prizes every night, plus a bike, some snowboards and other grand prizes throughout the season! E-mail info@hangaronthewharf.com for more information.

TUESDAY, FEB. 23

Toastmasters Club at St. Paul's, 6:15 a.m., St. Paul's Catholic Church, Parish Hall. Improve your public speaking skills every Tuesday morning in a supportive environment. Go to www.takutoastmasters.org, or call 463-5885.

Free Flight Film Festival, 6:30 p.m., Goldtown Nickelodeon. Fundraiser for Trail Mix and Juneau Raptor Center. Beverages provided courtesy of Alaskan Brewery. Five Short Movies on Free Flight with Paragliders and Hang Gliders and Mini Wings. The amazing visuals and compelling stories are sure to appeal to all audiences. Join the fun! Donations Accepted At The Door.

Westcoast Swing Dancing, 7 p.m., Suite 907. Westcoast Swing every Tuesday. Free. Go to www.suite907.com for more information, or e-mail suite907@gmail.com.

WEDNESDAY, FEB. 24

Write For Your Life, 10 a.m.,

Mendenhall Valley Library. The "Write For Your Life" group meets every Wednesday to share journal entries, memoir, letters, or poetry. Contact Dixie at 907-789-2068.

Turkey: Caught in the Middle in the Middle East' with Sinan Ciddi, 5 p.m., KTOO Studios. Sinan Ciddi was born in Turkey and educated in the United Kingdom. He is an expert on Turkish domestic politics and foreign policy. Ciddi authors scholarly articles, opinion pieces and book chapters on contemporary Turkish politics and foreign policy, and makes the occasional media appearances. In addition to his teaching and research responsibilities at Georgetown, Ciddi also serves as the Executive Director of the Institute of Turkish Studies. FREE. Contact the Juneau World Affairs Council at juneauwac@gmail.com for more information.

Weekly Old Time Music Jam, 7 p.m., Alaskan Hotel Bar. Every Wednesday Old Time Music jam. All abilities welcome. Fiddle, guitar, banjo, bass, mando, uke, harmonica, etc. Free. Event Contact: Tom Paul, 463-3214.

THURSDAY, FEB. 25

Dark Winter Nights, 6 p.m., Juneau Public Library. Dark Winter Nights: True Stories from Alaska is a live storytelling event in which Alaskans share their amazing stories. This program was born from frustration with how Alaska is depicted in reality TV. Participants are invited to bring a story to share.

Tango Dancing, 7 p.m., Suite 907. Tango every Thursday. Free. Go to www.suite907.com for more information, or e-mail suite907@gmail.com.

AbbyOke Karaoke, 9 p.m., McGivney's Sports Bar & Grill. Karaoke Night Every Thursday. Free Event! Call 907-789-0501 for more information.

Open mic w/ Teri Tibbet or Matt Barnes, 9 p.m., Alaskan Hotel & Bar. Come on down and play a couple every Thursday. 21+, FREE. For more

information, call 586-1000 x 405 or www.thealaskanhotel.com.

SATURDAY, FEB. 27

DRAW Open Studio, 10 a.m., The Canvas Community Art Studio and Gallery. Take advantage of a purpose built still life or a live model in a studio setting to develop and maintain your drawing skills every Saturday. Visiting artists Tim Ortiz and Andreana Donahue will be available for guidance and instruction. Basic materials provided. \$20 (plus tax).

Juneau Nordic Race Schedule 2016, 10:30 a.m., Various Locations. Another year of Nordic ski racing in Alaska's capital city! Community races — come one, come all — will be held every other weekend from January to March. All ages and abilities are welcome! All events kick off at 10:30 a.m. on Saturdays, unless otherwise noted. Locations may change due to snow conditions. Contributions accepted. Call Merry Ellefson, 500-8112, for more information.

Girl Scouts of Alaska 24th Annual Southeast Auction, 6 p.m., JACC. A silent and live auction, a light dinner, and the opportunity to help build girls of courage, confidence, and character — Girl Scouts of Alaska's 24th Annual Southeast Auction is a can't-miss event that supports Girl Scouting in Southeast Alaska. Items to be auctioned include a condo stay in Washington, D.C., two Alaska Airlines tickets, a glacier tour, and four Walt Disney World Park Hopper tickets. Must be 21 years or older to attend. Tickets are available for purchase by calling 907-586-2787 or online at jahc.org. Tickets can also be purchased at the door the night of the event. \$40/person. Contact Board, Development & Events Manager Ashlee Fitch, 907-273-0307, afitch@girlscoutsalaska.org, for more information.

AK Beat Down 23, 7 p.m., Centennial Hall Convention Center. AK B23 is back with special guest #1 ranked UFC Fighter Rumble Johnson. The card is stacked with a belt on the line! Tables available by calling 321-3496

SUNDAY, FEB. 28

Weekly Ukulele Jam, 11 a.m., TK McGuire's Lounge (Prospector Hotel). Weekly Ukulele Jam, every Sunday: noon - 2 pm. All ages & abilities welcome! Visit us at juneaujambusters.com.

International Folk Dance, 6 p.m., The Alaska Club (downtown). International folk dance, every Sunday at the studio at The Alaska Club. Recreational dance—first hour is instruction. No partner necessary. Beginners welcome! For additional information, please contact: Bruce Botelho at 364-2334.

FRIDAY, MAR. 4

REACH Open House! 4:30 p.m., REACH Inc. What is REACH? Where is REACH? What does REACH do? Do you know REACH? Come meet REACH Inc., your local non profit agency serving individuals with intellectual and developmental disabilities for over 30 years. Visit our 3rd street office on Friday March 4th for a guided tour of our historic building featuring free snacks, music and exciting door prizes! Please call Maggie Ferguson at 586-8228 to schedule your REACH tour or to ask any questions.

SATURDAY, MAR. 5

Women of Distinction, 5:30 p.m., Centennial Hall Convention Center. AWARE's 20th Annual Women of Distinction Silent Auction & Dinner is Saturday, March 5, 2016 This year's honorees are Marie Darlin, Justine Muench, Missouri Smyth, and Kristi West. Join us for good food, a no-host bar, an awesome silent auction, and inspiring speeches by these four amazing women. Doors open at 5:30, dinner at 7.

Barn Dance, 7:30 p.m., St. Ann's Parish Hall. March Barn Dance features Odette Edgar calling contra dances to live music by Uncle John's. All dances are taught so no experience or a partner are necessary. \$8 adult, \$7 JIF and AFF, \$5 students and seniors, free to JVs and Americorps. Go to www.juneaucontras.org, or call Odette Edgar, 586-1787, for more information.

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